

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Turkish to initiate and sustain social interactions and to reflect on their experiences.

They exchange ideas on topics such as Türkiye'ye ilk ziyaret, Avustralya'ya ilk geliş and offer and justify opinions, for example, Sana katılmıyorum çünkü..., Seninle tamamen aynı fikirdeyim. Students use action-related and spontaneous language to engage in shared activities that involve planning, transacting, negotiating and taking action, for example, Bana göre... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver. They use reflective and evaluative language to support their own and others' learning, for example, Türkçe öğrenmek İngilizce öğrenmekten daha kolay, Bu sorularda çok zorlandım, Hem tekrar ederek hem yazarak öğreniyorum, and to manage discussion and debate, for example, inanıyorum ki, bana kalsa, anıyorum ama katılmıyorum, bence, aynı fikirde değilim. When interacting, they apply pronunciation, rhythm and intonation in spoken Turkish to a range of sentence types. Students locate, collate and analyse information from a variety of texts to develop a deep understanding of events, personalities or circumstances. They convey information, ideas and perspectives on issues of interest in different modes of presentation using specialised and less familiar language. They respond to traditional and contemporary imaginative texts by interpreting and comparing how values, characters and events are represented and present, reinterpret or create alternative versions of imaginary texts in different modes. When creating texts, they use a variety of verb tenses and moods, for example, Ozan yıkandı ve sonra giyindi, Maçtan sonra arkadaşı ile buluştu. Dün kuaförde saçını kestirdi, Bugün işten kovuldu; reduplication, for example, kapkara, uzuzun, çirkin mirkin, Selma'yı Melma'yı gömedim; doubling, for example, yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya; auxiliary verbs, for example, reddetmek, affetmek, kaybolmak; particles and honorific forms, for example, Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan. They translate and interpret texts from Turkish into English and vice versa, compare their versions and explain cultural elements. They produce short multimodal resources in Turkish and English that reflect the bilingual experience. They reflect on their own bilingualism, on the importance of language in intercultural communication and how their own biography contributes to their sense of identity and influences their ways of communicating.

Students identify and apply features of the Turkish sound and writing system to convey meaning in a range of texts, including identifying when sound assimilation in spoken Turkish does not exist in the written form, for example, onbaşı/ombası, herkes/herkez and eczane/ezzane. They use metalanguage to identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects. They explain how structure and organisation of texts depend on the context, audience and purpose of the exchange, for example, beğenmiyorum, hiç beğenmedim, bana yaramaz or iğrenç bir şey! They identify and explain regional and national variations in language use and how language use also varies according to context, mode of delivery and relationship between participants. They explain how and why their own use of Turkish has changed over time and depends on context. They explain how cultural values, ideas and perspectives are embedded in language use and communication styles.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas**Language and culture**

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Year 7 and 8 Level Description

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes that include learners with a range of previous experience with Turkish language-culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

Turkish language learning and use

Turkish is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts, and increasingly generate original and personal language. They compose and present more complex and varied texts, for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries, and plan, draft and present imaginative and informative texts. They design interactive events and collaborative tasks and participate in discussions and activities. They use vocabulary and grammar with increasing accuracy, drafting and editing written work to improve structure and clarify meaning. They make cross-curricular connections and explore intercultural perspectives and experience.

Contexts of interaction

While the primary context of interaction remains the Turkish language classroom, learners are encouraged to engage in interactions with peers in Turkey and other Turkish-speaking regions of the world, including Australia, through electronic means of communication. Learners will have additional occasional access to Turkish speakers through media and community events, websites, social media and radio streaming.

Texts and resources

Learners work with a range of texts specifically designed for learning Turkish in school, such as textbooks, literary texts, videos, readers and online media resources. They also access materials created for Turkish-speaking communities, such as songs, films, magazines, advertisements and websites. They read, view and interact with a growing range of texts for a wider range of purposes, for example, informational, transactional, communicative, imaginative and expressive.

Features of Turkish language use

Learners continue to expand their range of vocabulary to domains beyond their personal experience and interests. They use a range of grammatical forms and language structures to convey more complex ideas and experiences, for example, by using reflexive, reciprocal, causative and passive verbal mood suffixes, *Ozan yıkandı ve sonra giyindi.* (reflexive), *Maçtan sonra arkadaşları ile buluştu.* (reciprocal), *Dün kuaförde saçını kestirdi.* (causative), *Bugün işten kovuldu.* (passive). They recognise and use formal and informal honorific forms, such as *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan*, different types of reduplication for emphasis and more complex conjunctions, such as *hem...hem de, ne...ne, - ki,*) *ancak, yoksa, oysa, hatta, rağmen, yani, --e göre.* They use interrogative word endings and interrogative pronouns, such as *kim, hangi, ne, kaç*, for example, *Bu akşam bize kim geliyor? Babam kahveyi yapacak mı?* They use different auxiliary verb forms by adding verbs such as *etmek, kılmak* and *olmak* to nouns and attaching them onto single-syllable words, for example, *reddetmek, affetmek, kaybolmak* but *yardım etmek, namaz kılmak geç kalmak.*

Learners develop awareness of how language structures shape textual features. They use descriptive and expressive language, including onomatopoeic and mimetic words to create particular effects and engage interest. They adopt a wider range of processing strategies and broader language knowledge when encountering unfamiliar texts, drawing increasingly on their understanding of text conventions and patterns.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing, for example, values such as family commitment and respect expressed in cultural practices as well as embedded in Turkish grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Learners require continued scaffolding, modelling and material support at paragraph and whole-text level for written language and for developing fluency and accuracy in spoken language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in various contexts. They are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language use.

The role of English

Turkish is used in more extended and elaborated ways, and English is used when required for comparison or for explanations that are more easily articulated in English. Opportunities to express ideas and feelings, exchange opinions and manage shared learning experiences increasingly involve 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones, such as making decisions about the use of titles and polite prefixes. At this stage, learners can move from the *what* considerations to the *why* and *how* questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie inside these cultural differences, and about how these impact on their own experience as they move between linguistic and cultural systems.

Year 7 and 8 Content Descriptions

Communicating

Socialising

Initiate and sustain a range of spoken and written social interactions and personal reflections, including discussion of their experiences as members of different friendship groups or language communities.

[Key concepts: communication, friendship, perspective; Key processes: discussing, comparing, responding]

Engage in shared activities in real or imagined situations that involve planning, transacting, negotiating, and taking action.

[Key concepts: negotiation, planning, responsibility, collaboration; Key processes: discussing, selecting, designing]

Interact with peers and teachers to complete learning activities and to support their own and others' learning, by managing debate and discussion, checking understanding and reflecting on their learning.

[Key concepts: collaboration, response; Key processes: discussing, responding, providing feedback]

Informing

Access, collate and analyse information from different print, digital and visual sources to develop deeper understanding of events, personalities or circumstances.

[Key concepts: data, context, representation; Key processes: researching, comparing, analysing, presenting, profiling]

Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms.

[Key concepts: action, experience, cultural expression; Key processes: summarising, reporting, comparing, presenting]

Creating

Interpret and compare representations of values, characters and events in a range of traditional and contemporary imaginative texts.

[Key concepts: theme, representation, values, concept; Key processes: comparing, analysing, identifying; Key text types: cartoons, song lyrics, stories, films]

Present, reinterpret or create alternative versions of songs, images or stories, adapting events or characters to different modes or cultural contexts.

[Key concepts: creativity, characterisation, imagination, emotion; Key processes: adapting, composing, performing; Key text types: sketches, drama, songs, stories, cartoons]

Translating

Translate and interpret short texts from Turkish into English and vice versa, comparing versions and considering how to explain elements that involve cultural knowledge or understanding.

[Key concepts: meaning, equivalence, culture, translation; Key processes: translating, approximating, explaining, comparing]

Produce short bilingual texts such as digital stories, comics, blogs and contributions to newsletters or websites which capture the experience of 'living between languages'.

[Key concepts: equivalence, interpretation; Key processes: explaining, creating, selecting, glossing, translating]

Reflecting

Consider their use of Turkish and English in different contexts, considering how their choices position them as intercultural communicators.

[Key concepts: code-switching, code-mixing, intercultural communication; Key processes: monitoring, analysing, reflecting]

Consider how their personal biography, including family origins, traditions, interests and experiences, shapes their sense of identity and influences their ways of communicating.

[Key concepts: bilingualism/multilingualism, culture, identity; Key processes: reflecting, analysing, comparing]

Understanding

Systems of Language

Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language.

[Key concepts: vowel elision, rhythm, stress; Key processes: identifying, experimenting, applying]

Understand and use grammatical forms and structures such as reduplication, auxiliary verbs, particles and honorific forms, using metalanguage to identify or explain forms, structures and parts of speech.

[Key concepts: verb mood, reduplication, honorific forms; Key processes: understanding, applying rules]

Understand the influence of purpose, audience and context on the structure and organisation of texts, and apply this understanding to interpret unfamiliar texts.

[Key concepts: genre, tenor, audience; Key processes: identifying, classifying, explaining]

Language variation and change

Understand the nature of regional and national variations in language use and that language varies according to context, mode of delivery and relationship between participants.

[Key concepts: language variation, context, mode, audience, diversity; Key processes: identifying, comparing, explaining]

Understand how their own use of Turkish in social, school and community contexts has changed over time, discussing reasons for changes or adaptations.

[Key concepts: language change, expression, experience, context; Key processes: reflecting, monitoring, analysing]

Role of language and culture

Understand that language is not neutral and that its forms and usage reflect cultural values, ideas and perspectives.

[Key concepts: culture, the power of language, language change, metalanguage; Key processes: discussing, reflecting, analysing, comparing]